

**COHESIVE DEVICES FOUND IN ESSAYS WRITTEN BY THE
FOURTH SEMESTER STUDENTS OF ESSAY WRITING
CLASS OF ENGLISH EDUCATION DEPARTMENT OF
MURIA KUDUS UNIVERSITY IN ACADEMIC YEAR 2012/2013**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**



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SKRIPSI

**Presented to the University of Muria Kudus in Partial
Fulfilment of the Requirements for Completing the Sarjana Program
in the Department of English Education**

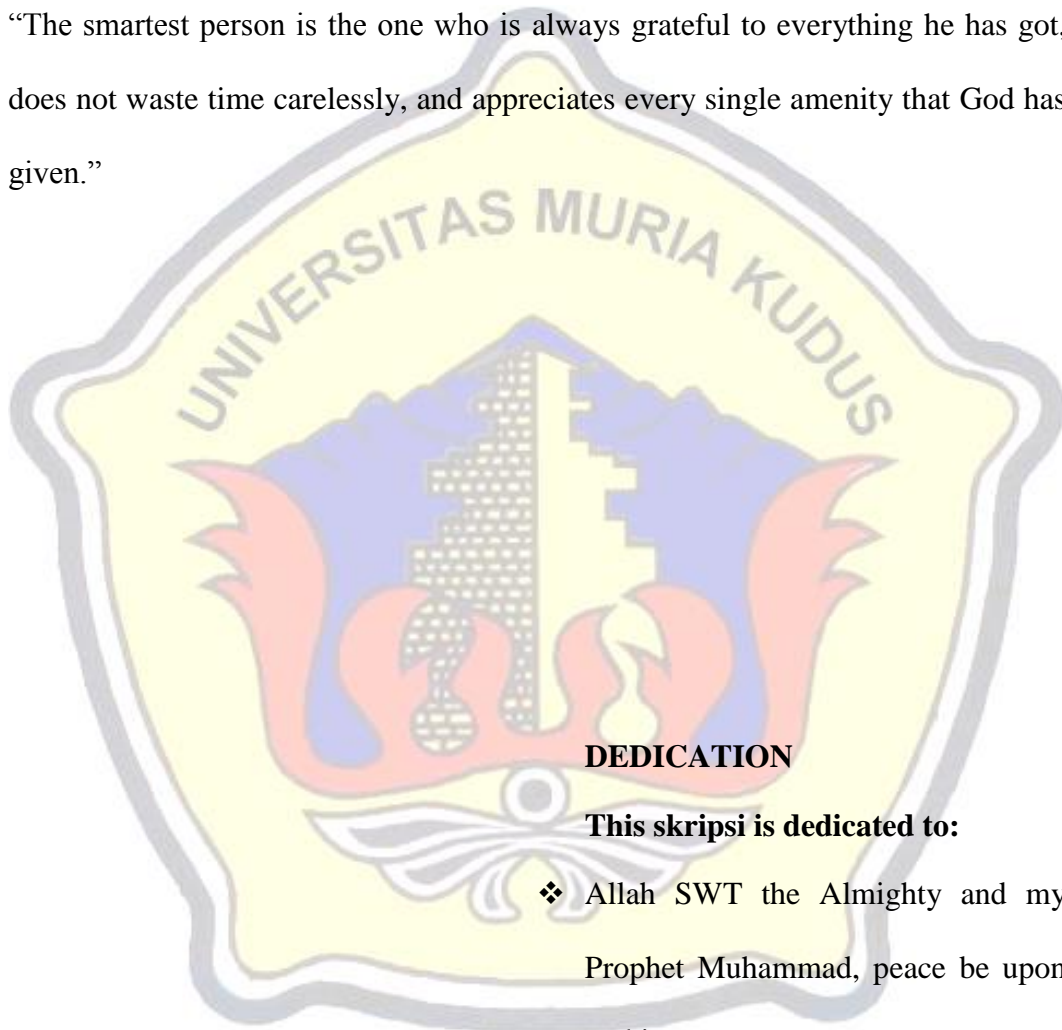
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MOTTO AND DEDICATION

MOTTO:

“The smartest person is the one who is always grateful to everything he has got, does not waste time carelessly, and appreciates every single amenity that God has given.”



DEDICATION

This skripsi is dedicated to:

- ❖ Allah SWT the Almighty and my Prophet Muhammad, peace be upon on him
- ❖ My entire family, for all hopes which have been said and all spirit given
- ❖ All people who appreciate knowledge

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Edy Setiawan (NIM 200932290) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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EXAMINERS' APPROVAL

This is to certify that the Skripsi of Edy Setiawan (NIM:200932290) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education

Kudus, 23 September 2013
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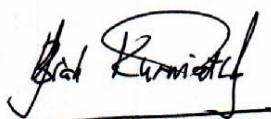
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ACKNOWLEDGMENT

Alhamdulillah, this skripsi has been completed with the blessing of the Merciful and Almighty, Allah SWT. Shalawat and salutation are also delivered to our prophet Muhammad SAW., who has been a good model in the overall of our life.

The writer realizes that this skripsi compilation will never get success without any interference from other people. Therefore, the writer would like to express deep gratitude to:

1. Dr. Slamet Utomo, M.Pd, the Dean of Teacher Training and Education Faculty of Muria Kudus University and the first advisor who guides me and supports me in finishing this research with a great patience.
2. Diah Kurniati, M.Pd, the Head of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
3. Atik Rokhayani, S.Pd., M.Pd., the second advisor who gives her contributive criticisms and assistances during completing this research.
4. The lecturers of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
5. My beloved parents and family, for their pray, love and support to me in finishing this skripsi.
6. All my friends for their assistance and support in accomplishing this skripsi.

Hopefully, this skripsi will be useful for anyone, who needs information related to this research. The constructive critics and suggestions are expected from all of the readers.

Kudus, September 2013
The writer

Edy Setiawan
200932290



ABSTRACT

Setiawan, Edy. 2013. *Cohesive Devices Found in Essays Written by the Fourth Semester Students of Essay Writing Class of Muria Kudus University in Academic Year 2012/2013*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Dr. Slamet Utomo, M.Pd., (2) Atik Rokhayani, S.Pd, M.Pd.

Key word: cohesive devices, essays

Writing is considered as the most important and sophisticated skill which is fully mastered by all language learners, even in their native language, no exception in the curriculum of English Education Department, Teacher Training and Education Faculty, the University of Muria Kudus. The writing competence that should be mastered by the students is hierarchically imposed to them, beginning from writing a sentence up to an essay. To create a good essay, the students must surely consider cohesion and coherence to make the text interconnected one to another so that the text can make sense. That is why the term cohesion is totally needed to realize it.

The objectives of this research are to find out the cohesive devices used in essays written by the fourth semester students of essay writing class of English Education Department of Muria Kudus University in academic year 2012/2013 and to describe the percentage of cohesive devices found in essays written by the fourth semester students of essay writing class of English Education Department of Muria Kudus University in academic year 2012/2013.

Descriptive qualitative research is used as the design of research to reach the objectives of this research. The data of this research is the cohesive devices. Meanwhile, the data source of this research is found in the essays written by the fourth semester students of essay writing class of English and Education Department of Muria Kudus University in academic year 2012/2013.

The findings showed that all the types of cohesive devices are found in the essays written by the fourth semester students of essay writing class and the percentages of the cohesive devices found in the essays written by the fourth semester students of essay writing class of English Education Department of Muria Kudus University in academic year 2012/2013 are reference is 40,49% (anaphoric 23,63%, cataphoric 3,44%, exophoric 13,42%), substitution 0,23%, ellipsis 0,12%, conjunction 29,05%, repetition 23,75%, synonymy 0,41%, hyponymy 1,92%, meronymy 1,75%, antonymy 0,47% and collocation 0,81%. So, the total of grammatical cohesive devices is 69,89% and the total of lexical cohesive devices is 30,11%. Finally, the writer concludes that reference is the dominant type are used by students in employing cohesive devices in order to make a cohesive essay. But, From thirty eight essays the writer still found thirty

two essays are not cohesive because of the use of exophoric reference and six essays are cohesive based on theory of Halliday and Cristian (2004).

Based on the finding, some recommendations are proposed to English teacher in order to use this research as the reference when they teach writing. Therefore, the students can learn more about cohesive devices. This research can add their knowledge to produce a well-arranged essay. Furthermore, for the further researchers this research can give contribution to inform other researcher who want to conduct about cohesive devices.



ABSTRAK

Rafitasari. 2013. *Piranti Kohesif di Esai ditulis oleh Mahasiswa dari kelas Essay Writing Semester Empat Pendidikan Bahasa Inggris Universitas Muria Kudus Tahun Ajaran 2012/2013*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing : (1) Dr. Slamet Utomo, M.Pd., (2) Nuraeningsih, S.Pd, M.Pd.

Kata kunci: *Piranti Kohesif, Esai*

Menulis dianggap sebagai keterampilan yang paling penting dan canggih yang harus dikuasai oleh semua pembelajar bahasa bahkan oleh pembicara asli sekalipun, tak terkecuali kurikulum di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria. Kudus. Kemampuan menulis yang seharusnya diambil oleh siswa secara hirarki menuntun mereka, mulai dari menulis kalimat menjadi sebuah esai. Untuk membuat esai, mahasiswa tentunya harus mempertimbangkan kohesi dan koheren untuk membuat teks tersebut terkait satu sama lain sehingga dimengerti. Oleh karena kohesi benar-benar diperlukan.

Tujuan dari penelitian ini adalah untuk menemukan jenis-jenis piranti kohesif yang digunakan dalam esai yang di tulis oleh mahasiswa dari kelas essay writing semester empat Pendidikan Bahasa Inggris tahun ajaran 2012/2013, serta persentase piranti kohesif di dalam esai yang di tulis oleh mahasiswa dari kelas essay writing semester empat Pendidikan Bahasa Inggris tahun ajaran 2012/2013.

Untuk memperoleh hasil yang sesuai dengan tujuan penelitian, maka digunakanlah desain penelitian deskriptif kualitatif. Data yang terdapat dalam penelitian ini adalah jenis-jenis piranti kohesif. Sedang sumber datanya adalah esai yang di tulis oleh mahasiswa dari kelas essay writing semester empat Pendidikan Bahasa Inggris tahun ajaran 2012/2013.

Hasil analisis data menunjukkan bahwa seluruh jenis piranti kohesif ditemukan di tigapuluh delapan esai dan presentase piranti kohesif yang ditemukan pada esai yang di tulis oleh mahasiswa dari kelas essay writing semester empat Pendidikan Bahasa Inggris tahun ajaran 2012/2013 adalah *reference* is 40,49% (*anaphoric* 23,63%, *cataphoric* 3,44%, *exophoric* 13,42%), *substitution* 0,23%, *ellipsis* 0,12%, *conjunction* 29,05%, *repetition* 23,75%, *synonymy* 0,41%, *hyponymy* 1,92%, *meronymy* 1,75%, *antonymy* 0,47% dan *collocation* 0,81%. jadi, jumlah dari *grammatical cohesive devices* adalah 69,89% dan *lexical cohesive devices* adalah 30,11%. Akhirnya, peneliti menyimpulkan bahwa *reference* adalah jenis yang dominan digunakan oleh siswa dalam menggunakan perangkat kohesif untuk membuat suatu esai yang kohesif. Tetapi, dari tigapuluh delapan esai penulis masih menemukan tigapuluh dua yang tidak kohesif karna penggunaan *exophoric reference* dan enam esai kohesif berdasarkan teori dari Halliday dan Cristian (2004).

Berdasarkan hasil penelitian, ada beberapa rekomendasi yang diperuntukkan kepada Dosen bahasa Inggris , supaya menggunakan skripsi ini sebagai rujukan ketika mereka sedang mengajar *writing*. Sedangkan, untuk mahasiswa, dapat

belajar piranti kohesif. Skripsi ini dapat menambah pengetahuan mereka untuk membuat esai yang kohesif. Selanjutnya, untuk peneliti mendatang, skripsi ini dapat dijadikan sebagai rujukan bagi yang ingin meneliti mengenai piranti kohesif.



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